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ABSTRACT

The practice test described consists of test items that are similar to those that appear on the Ohio Fourth-grade Proficiency Tests. The practice test consists of 2 writing exercises, 15 reading questions, 20 mathematics questions, 20 citizenship questions, and 20 science questions. The manual contains instructions for the teacher as well as oral directions to be read aloud to the students. Directions are in order according to the sequence of the sections in the practice test booklet. The following sections of the manual are included: (1) "Introduction"; (2) "Preparing for the Practice Test Session"; (3) "Administering the Practice Test"; (4) "Directions for the Writing Section of the Practice Test"; (5) "Directions for the Reading Section of the Practice Test"; (6) "Directions for the Mathematics Section of the Practice Test"; (7) "Directions for the Citizenship Section of the Practice Test"; (8) "Directions for the Science Section of the Practice Test"; (9) "Answer Key and Scoring Guidelines"; (10) "Practice Test Items by Learning Outcomes"; and (11) "Scoring Rubric for the Writing Practice Test." Because the Ohio Fourth-grade Proficiency Tests are not timed, no instructions about time allotment are provided. Appropriate modifications should be made for disabled students who will not be exempt from the proficiency test. (SLD)

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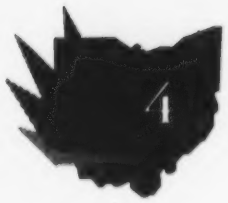

Ohio Proficiency Tests for Grade 4

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Practice Test Manual

Writing
Reading
Mathematics
Citizenship
Science

TM027027

Ohio Department of Education
Columbus, Ohio
1995

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I. INTRODUCTION

The practice test consists of test items that are similar to those that appear on the Ohio Fourth-grade Proficiency Tests. The practice test consists of two writing exercises, 15 reading questions, 20 mathematics questions, 20 citizenship questions and 20 science questions. Section IX of this manual contains the answer key for the multiple choice questions and the scoring guidelines for the short-answer and extended-response questions. Section XI contains the rubric for scoring writing.

This manual contains instructions for the teacher as well as oral directions to be read aloud to the students. Read the appropriate script to your students, paying careful attention to the instructions for the teacher that are inserted between the oral directions. **The information to be read aloud to students is indented and printed in bold type.** Instructions for the teacher are in regular margins.

The directions are ordered according to the sequence of the sections in the practice test booklet (writing, reading, mathematics, citizenship, science), but can be used even if the practice test is given in another sequence. It should be noted that the directions in this manual are similar, **but not identical**, to the directions that will be given to students in the Ohio Fourth-grade Proficiency Tests. Because the Ohio Fourth-grade Proficiency Tests are untimed tests, no instructions about time allotment for completing each section of the practice test are included in these directions except for the break. However, each teacher should decide the amount of time students will need to finish each section of the practice test and set time allotments accordingly.

Appropriate modifications in test format and test administration procedures should be made to enable those disabled students who will not be exempt from the proficiency tests to gain the benefit of taking the practice test.

The practice test booklets for the Ohio Fourth-grade Proficiency Tests were designed so that students would write their responses in the test booklet.

II. PREPARING FOR THE PRACTICE TEST SESSION

You will need to provide work space for each student that is large enough to accommodate an open test booklet. Work spaces should be cleared of all other materials. During testing, students should be separated by a reasonable distance to encourage independent work and to prevent collaboration.

Plan to provide pencils and erasers for students. (Plan that each student has two #2 pencils and an eraser. Plan to provide extra pencils as needed.) Tell students to have a book to read or some other work to do when they finish the practice tests.

III. ADMINISTERING THE PRACTICE TEST

Read aloud word for word the material that is printed in bold type and preceded by the word "Say." The words in bold type are not meant to match exactly with any words in the student booklet. The material in regular type is information for you and should not be read to students. You may repeat any part of these directions as many times as needed. You may clarify directions. However, do not suggest ideas or answers and do not evaluate student work. Do not give any examples or answer questions about the students' writing. You may only answer questions about the test directions.

The practice test is a half–length version of the operational form of the test. (However, the writing section is full–length.) A break is included in the directions for the writing section of the test to allow students to become familiar with the procedure. Use your judgment as to whether you will include a break with the practice test.

Students are not permitted to use reference materials (print or electronic forms of dictionaries, thesauruses, spell-check software, or calculators). Modifications are permitted for students with a signed IEP. Students' desks should be cleared of all materials except a pencil. When you distribute the test booklets, keep one on hand for your own use.

After students are seated in the desired arrangement and prior to distributing the test booklets, speak slowly and distinctly,

Say:

> **Today you are going to take the practice test version of the Ohio Fourth-grade Proficiency Tests. Please try to do your best work on this test. Remember to do your own work – you are not to copy or share your work with anyone.**
>
> **Before we begin, choose a book to read or some work that is not related to this test that you can do at your desk in case you finish before everyone else is finished. Put it where you can find it easily. I will refer to this book or work as your silent work.**
>
> **Make sure that you have a pencil on your desk. If you need another pencil during the test, raise your hand and I will give you one. I will pass out the test booklets now. Place your booklet on your desk and wait until I give further directions. Do not open the test booklet.**

When all booklets have been distributed, hold up a test booklet and point to the top of the cover page. The students are to print their names at the top of the cover page.

Say:

Print your name carefully at the top of the test booklet cover.

Allow time for students to print their names. Once the students have printed their names, this procedure does not need to be repeated for each section of the test.

IV. DIRECTIONS FOR THE WRITING SECTION OF THE PRACTICE TEST

Instructions in sections II AND III should be followed before proceeding with the following directions.

Say:

You will now take the writing section of the practice test. You are going to do a pre-writing activity and two writing activities, Exercise A and Exercise B. As you go through the writing practice test, you will write, then revise and edit your work with a checklist.

Please open your test booklet to page 5. (Pause while the students open the booklet to page 5. Remind them to open to the page if they do not.) **At the bottom of page 5 are the directions for the pre-writing activity. You will silently read these yourself when you start the test.**

Please turn to page 6. (Pause while the students turn to page 6. Remind them to turn the page if they do not.) **You will do the pre-writing activity on this page. Pre-writing is the first step in the writing process. The pre-writing work will help you get ideas for both writing activities you will do later. You must think of these ideas on your own. I will not help you to think of these ideas. The pre-writing activity will not be scored.**

Please look at page 7. (Pause while the students look at page 7.) **The first writing activity is Exercise A – a story. Here are the directions for Exercise A. You will silently read these yourself when you start the test. Please note that there is a checklist on this page.** (Pause while the students look at the checklist.) **The checklist shows what your writing must have to get your best score. Use this checklist when you are writing your story.**

Please turn to pages 8 and 9. (Pause while the students turn to pages 8 and 9. Remind them to turn to the pages if they do not.) **You will do Exercise A on these pages. Exercise A will be scored.**

Please turn to page 11. (Pause while the students turn to page 11. Remind them to turn to the page if they do not.) **The second writing activity is Exercise B – a**

letter. Here are the directions for Exercise B. You will silently read these yourself when you start the test. Please note that there is a checklist on this page. (Pause while the students look at the checklist.) **The checklist shows what your writing must have to get your best score. Use this checklist when you are writing your letter.**

Please turn to pages 12 and 13. (Pause while the students turn to pages 12 and 13. Remind them to turn to the pages if they do not.) **You will do Exercise B on these pages. Exercise B will be scored.**

If you are not sure about the directions, they are printed in the test booklet for each activity. Once you have started writing, I cannot give you any examples or answer questions about your writing. If you have any questions about the test directions, raise your hand and I will help you after the others have begun.

You will use a pencil to write your story and letter. You may make any editing changes in your work. If you need to change your writing, make sure you cross out or erase completely the writing you do not want on the test. You may not use a dictionary or thesaurus in your writing. Spell the words the best way you know. Remember that writers often make changes as they work. Look back at your pre-writing page. You may decide to use some of the ideas that you wrote down.

(If students have any questions about editing changes, you may tell them that any editing changes they make to their writing will not count against them in scoring. While they should write legibly, crossing out and erasing are acceptable.)

Do you have any questions about what you are to do? (Pause for students' questions.) **After 35 minutes, we will take a five-minute break. After you begin, you should continue until I announce the break. Now I will read the story. Please turn to page 4.** (Pause while the students turn to page 4. Remind them to turn to the page if they do not.) **Silently follow along as I read the story Basket aloud to you.**

(Read the story.)

Basket, by George Ella Lyon, illustrated by Mary Szilagyi

My grandmother had a little white oak basket, left from the farm, from years of keeping chickens, gathering eggs.

My mama says it was her kitchen basket when they moved to town. It might have peaches in it, pot holders, roses. Scissors in the bottom sometimes.

If Mama wanted to cut out paper dolls, Grandmother would say, "Go look in my little basket."

If Mama got hungry, Grandmother told her, "The basket is full of ripe plums."

One Christmastime, Grandmother filled it with holly, forgetting the flashlight underneath.

Mama had to dig it out when the power went off.

Ow.

Grandmother moved before I was born to an apartment above my daddy's store. She had her desk from the old house, her big striped chair with the footstool, her double-globe milk-glass lamp. But the basket got lost in the move.

And everything she couldn't find was in it.

If she was sewing, she'd say, "I packed that little basket special, with all my best thread."

Or if we were sorting pictures for the album, "That basket had my picture stickers in it, my bottle of white ink."

At Christmas she was sure the lost basket held her list of friends to send cards.

My mama laughed. "That basket gets bigger all the time."

Grandmother just sang:

> Spool of thread
> Spool of thread
> Thimbleful of flour
> Will make my bread.

Come spring, Mama couldn't find the small pick Grandmother used to work her flower garden. "I know," she said, smiling. "It's in the basket."

Grandmother looked stern. "I should have never packed that basket," she told us. "I should have carried it myself."

My grandmother lived a long time. When she died, we found in the closet in the cedar chest wrapped in tissue paper inside a pillowcase her little basket.

There was nothing in it but a spool of cream-colored thread. Wooden. Big. Smooth.

8

Spool of thread
Spool of thread
We'll all dine
On a darning egg.

Mama said I could have it. I still keep it in the basket with stories of holly and peaches and flashlights, with memories of feathers and scissors and plums.

Spool of thread
Spool of thread
Stitch us together
And we won't go beg.

I draw out the thread and hear my grandmother sing.

Basket by George Ella Lyon. Copyright © 1990 by George Ella Lyon. Published by Orchard Books. Reprinted by permission of the publisher.

Say:

Remember, you will do three activities – the pre-writing activity, Exercise A, and Exercise B. As you finish one activity, go on to the next activity. You may go back to the story at any time. Now you may begin the test.

Observe the time and write it down.

start time _____
break time _____
resume time _____
stop time _____

Remember that you will set the time period you think is appropriate for the students to complete the practice test.

Observe students to determine that they have understood directions. First help those students who have questions. Then circulate among the students, checking that they are recording their answers properly. Answer any questions they have about procedure and correct anyone who is not following directions. Do not give them any examples, point out mechanical errors, or advise them about structure.

At the end of exactly 30 minutes,

Say:

In five minutes, we will take a five-minute break.

At the end of exactly 35 minutes,

Say:

Stop. Put your pencil down, and close your test booklet. We will now take a five-minute break. Do not take anything out. You may not work on the test or your silent work at this time. During the break, you may not walk around the room or talk to other students.

Allow students a five-minute break. Booklets may remain on students' desks, but must be closed. At the time of the break, it is possible that the students will be at different places in the test. This is all right. Some students will work at a faster pace and some will work at a slower pace.

When the time for the break has passed (five minutes),

Say:

Now you are going to complete the writing practice test. When you see the word STOP in your test booklet, you have completed the writing practice test. You may look over the pages of the writing practice test to make sure you have tried your best on both writing exercises. When you have finished the writing practice test completely, put your pencil down and close your test booklet. I will collect your test booklet. Once your test booklet has been collected, you may take out your silent work. If you have any questions, raise your hand and I will help you after the others have begun. Remember, when you have finished checking Exercise A and you are satisfied with it, you may go ahead to Exercise B. You should complete both exercises.

Now turn to the page where you stopped before the break. (Pause.) **Does everyone have the right place?** (Pause to do a visual check.) **You may begin.**

Observe students to determine that they have understood directions. First help those students who have questions. Then circulate among the students, checking that they are recording their answers properly.

When students have completely finished their test, collect their test booklets. They may read or work on what they have selected prior to the start of the test.

If any students are still working at the end of the test time period you determined appropriate,

Say:

> **Stop. Put your pencil down, and close your test booklet. I will now collect the test booklets.**

Collect all the test booklets from the remaining students.

V. DIRECTIONS FOR THE READING SECTION OF THE PRACTICE TEST

Instructions in Sections II and III should be followed before proceeding with the following directions.

Say:

> **You now will take the reading section of the practice test. The test consists of three different types of questions: multiple choice, short answer, and extended response.**
>
> **There are several important things to remember:**
>
> 1. **Read each selection carefully. You may go back to each reading selection as often as necessary.**
> 2. **Read each question carefully. Think about what is being asked. If a graph or other diagram goes with the question, read it carefully to help you answer the question. Then choose or write the answer that you think is best.**
> 3. **When you are asked to write your answers, write them neatly and clearly on the lines or in the box provided.**
> 4. **When you are asked to select the answer, make sure you fill in the circle next to the answer.**
> 5. **If you do not know the answer to a question, skip it and go on. You may return to it later if you have time.**
> 6. **If you finish the test early, you may check over your work.**

7. Write or mark your answers directly in your test booklet.

8. When you reach the word STOP in your booklet, do not go on until you are told to turn the page. Work only on the reading section of the practice test.

Do you have any questions about what you are to do? (Answer students' questions.) When you finish, close your booklet.

Please open your booklets to page 14 and begin.

VI. DIRECTIONS FOR THE MATHEMATICS SECTION OF THE PRACTICE TEST

Instructions in Sections II and III should be followed before proceeding with the following directions.

Say:

You now will take the mathematics section of the practice test. The test consists of three different types of questions: Multiple choice, short answer, and extended response.

There are several important things to remember:

1. Read each question carefully. Think about what is being asked. If a graph or other diagram goes with the question, read it carefully to help you answer the question. Then choose or write the answer that you think is best.

2. When you are asked to write your answers, write them neatly and clearly on the lines or in the box provided.

3. When you are asked to select the answer, make sure you fill in the circle next to the answer.

4. If you do not know the answer to a question, skip it and go on. You may return to it later if you have time.

5. If you finish the test early, you may check over your work.

6. Write or mark your answers directly in your test booklet. It is not necessary to erase your work.

7. When you reach the word STOP in your booklet, do not go on until you are told to turn the page. Work only on the mathematics section of the practice test.

Do you have any questions about what you are to do? (Answer students' questions.) When you finish, close your booklet.

Please open your booklets to page 24 and begin.

VII. DIRECTIONS FOR THE CITIZENSHIP SECTION OF THE PRACTICE TEST

Instructions in Sections II and III should be followed before proceeding with the following directions.

Say:

You now will take the citizenship section of the practice test. The test consists of three different types of questions: multiple choice, short answer, and extended response.

There are several important things to remember:

1. Read each question carefully. Think about what is being asked. If a graph or other diagram goes with the question, read it carefully to help you answer the question. Then choose or write the answer that you think is best.

2. When you are asked to write your answers, write them neatly and clearly on the lines or in the box provided.

3. When you are asked to select the answer, make sure you fill in the circle next to the answer.

4. If you do not know the answer to a question, skip it and go on. You may return to it later if you have time.

5. If you finish the test early, you may check over your work.

6. Write or mark your answers directly in your test booklet.

7. When you reach the word STOP in your booklet, do not go on until you are told to turn the page. Work only on the citizenship section of the practice test.

Do you have any questions about what you are to do? (Answer students' questions.) When you finish, close your booklet.

Please open your booklets to page 38 and begin.

VIII. DIRECTIONS FOR THE SCIENCE SECTION OF THE PRACTICE TEST

Instructions in Sections II and III should be followed before proceeding with the following directions.

Say:

You now will take the science section of the practice test. The test consists of three different types of questions: multiple choice, short answer, and extended response.

There are several important things to remember:

1. Read each question carefully. Think about what is being asked. If a graph or other diagram goes with the question, read it carefully to help you answer the question. Then choose or write the answer that you think is best.

2. There may be sets or passages in this test. These are "sets" of two or more questions that refer to a graph, table, or drawing. Read any directions in such sets carefully.

3. When you are asked to write or draw your answers, write them neatly and clearly on the lines or in the box provided.

4. When you are asked to select the answer, make sure you fill in the circle next to the answer.

5. If you do not know the answer to a question, skip it and go on. You may return to it later.

6. If you finish the test early, you may check over your work.

7. Write or mark your answers directly in your test booklet.

8. When you reach the word STOP in your booklet, do not go on until you are told to turn the page. Work only on the science section of the practice text.

Do you have any questions about what you are to do? (Answer students' questions.) When you finish, close your booklet.

Please open your booklets to page 50 and begin.

IX. ANSWER KEY AND SCORING GUIDELINES

Reading

Item No.	Answer Key and Scoring Guidelines	Maximum Points
1	C	1
2	A	1
3	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the reading selection. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed. A 1-point response is partially appropriate. It contains minor flaws in reasoning or neglects to address some aspect of the item or question. It is mostly accurate and relevant but lacks comprehensiveness. It demonstrates an incomplete understanding of the reading selection or inability to make coherent meaning from the text. A 0 is assigned if the response indicates no understanding of the concept or item.	2
4	A	1
5	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the reading selection. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed. A 1-point response is partially appropriate. It contains minor flaws in reasoning or neglects to address some aspect of the item or question. It is mostly accurate and relevant but lacks comprehensiveness. It demonstrates an incomplete understanding of the reading selection or inability to make coherent meaning from the text. A 0 is assigned if the response indicates no understanding of the concept or item.	2
6	A 4-point response provides extensive evidence of the kind of interpretation called for in the item or question. The response is well-organized, elaborate, and thorough. It demonstrates a complete understanding of the whole work as well as how parts blend to form the whole. It is relevant, comprehensive, and	4

	detailed, demonstrating a thorough understanding of the reading selection. It thoroughly addresses the important elements of the question. It contains logical reasoning and communicates effectively and clearly. A 3-point response provides evidence that an essential interpretation has been made. It is thoughtful and reasonably accurate. It indicates an understanding of the concept or item, communicates adequately, and generally reaches reasonable conclusions. It contains some combination of the following flaws: minor flaws in reasoning or interpretations, failure to address some aspect of the item, or the omission of some detail. A 2-point response is mostly accurate and relevant. It contains some combination of the following flaws: incomplete evidence of interpretation, unsubstantiated statements made about the text, an incomplete understanding of the concept or item, lack of comprehensiveness, faulty reasoning, or unclear communication. A 1-point response provides little evidence of interpretation. It is unorganized and incomplete. It exhibits decoding rather than reading. It demonstrates a partial understanding of the item but is sketchy and unclear. It indicates some effort beyond restating the item. It contains some combination of the following flaws: little understanding of the concept or item, failure to address most aspects of the item, or inability to make coherent meaning from the text. A 0 is assigned if the response shows no understanding of the item or if the student fails to respond to the item.	
7	B	1
8	A	1
9	C	1
10	A	1
11	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the reading selection. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed. A 1-point response is partially appropriate. It contains minor flaws in reasoning or neglects to address some aspect of the item or question. It is mostly accurate and relevant but lacks comprehensiveness. It demonstrates an incomplete understanding of the reading selection or inability to make coherent meaning from the text.	2

	A 0 is assigned if the response indicates no understanding of the concept or item.	
12	B	1
13	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the reading selection. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed. A 1-point response is partially appropriate. It contains minor flaws in reasoning or neglects to address some aspect of the item or question. It is mostly accurate and relevant but lacks comprehensiveness. It demonstrates an incomplete understanding of the reading selection or inability to make coherent meaning from the text. A 0 is assigned if the response indicates no understanding of the concept or item.	2
14	A	1
15	B	1

Mathematics

Item No.	Answer Key and Scoring Guidelines	Maximum Points
1	C	1
2	A	1
3	B	1
4	A	1
5	B	1
6	A 2-point response shows complete understanding of the concept or task, logical reasoning and conclusions, and correct set up and/or computations. A 1-point response contains minor flaws in reasoning, neglects to address some aspect of the task, or contains a computational error. A 0 is assigned if the response indicates no mathematical understanding of the concept or task or if the student fails to respond to the item.	2
7	A	1
8	A	1
9	B	1
10	A 2-point response shows complete understanding of the concept or task, logical reasoning and conclusions, and correct set up and/or computations. A 1-point response contains minor flaws in reasoning, neglects to address some aspect of the task, or contains a computational error. A 0 is assigned if the response indicates no mathematical understanding of the concept or task or if the student fails to respond to the item.	2
11	B	1
12	A	1
13	A 4-point response contains an effective solution. It shows complete understanding of the concept or task and thoroughly addresses the points relevant to the solution. It contains logical	4

	reasoning and valid conclusions, communicates effectively and clearly through writing and/or diagrams, and includes adequate and correct computations and/or set up when required. It may go beyond the requirements of the item. A 3-point response contains minor flaws. Although it indicates an understanding of the concept or item, communicates adequately through writing and/or diagrams, and generally reaches reasonable conclusions, it contains minor flaws in reasoning and/or computation, or neglects to address some aspect of the item. A 2-point response indicates gaps in understanding and/or execution. It contains some combination of the following flaws: an incomplete understanding of the concept or item, failure to address some points relevant to the solution, faulty reasoning, weak conclusions, unclear communication in writing and/or diagrams, or a poor understanding of relevant mathematical procedures or concepts. A 1-point response indicates some effort beyond restating the item or copying given data. It contains some combination of the following flaws: little understanding of the concept or item, failure to address most aspects of the item or solution, major flaws in reasoning that led to invalid conclusions, a definite lack of understanding of relevant mathematical procedures or concepts, or it omits a significant part of the item and solution or response. A 0 is assigned if the response shows no understanding of the item or if the student fails to respond to the item.	
14	A	1
15	B	1
16	A 2-point response shows complete understanding of the concept or task, logical reasoning and conclusions, and correct set up and/or computations. A 1-point response contains minor flaws in reasoning, neglects to address some aspect of the task, or contains a computational error. A 0 is assigned if the response indicates no mathematical understanding of the concept or task or if the student fails to respond to the item.	2
17	B	1

18	B	1
19	A 2-point response shows complete understanding of the concept or task, logical reasoning and conclusions, and correct set up and/or computations. A 1-point response contains minor flaws in reasoning, neglects to address some aspect of the task, or contains a computational error. A 0 is assigned if the response indicates no mathematical understanding of the concept or task or if the student fails to respond to the item.	2
20	A	1

Citizenship

Item No.	Answer Key and Scoring Guidelines	Maximum Points
1	A	1
2	A	1
3	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the concept or item. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed. A 1-point response is partially appropriate. It is mostly accurate and relevant but lacks comprehensiveness and demonstrates an incomplete understanding of the concept or item. It contains minor flaws in reasoning or neglects to address some aspect of the concept or item. A 0 is assigned if there is no response or if the response indicates no understanding of the concept or item.	2
4	B	1
5	A	1
6	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the concept or item. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed. A 1-point response is partially appropriate. It is mostly accurate and relevant but lacks comprehensiveness and demonstrates an incomplete understanding of the concept or item. It contains minor flaws in reasoning or neglects to address some aspect of the concept or item. A 0 is assigned if there is no response or if the response indicates no understanding of the concept or item.	2
7	B	1
8	C	1
9	A	1
10	A	1
11	A 4-point response provides evidence of extensive interpretation and thoroughly addresses the points relevant to the item. It is well-organized, elaborate, and thorough. It is relevant, comprehensive, detailed, and demonstrates a thorough understanding of the concept or item. It contains logical	4

	reasoning and communicates effectively and clearly. It thoroughly addresses the important elements of the item. A 3-point response provides evidence that an essential interpretation has been made. It is thoughtful and reasonably accurate. It indicates an understanding of the concept or item, communicates adequately, and generally reaches reasonable conclusions. It contains some combination of the following flaws: minor flaws in reasoning, neglects to address some aspect of the concept or item, or some details might be missing. A 2-point response is mostly accurate and relevant. It contains some combination of the following flaws: incomplete evidence of interpretation, unsubstantiated statements made about the text, an incomplete understanding of the concept or item, lacks comprehensiveness, faulty reasoning, or unclear communication. A 1-point response demonstrates a partial understanding of the concept or item but is sketchy and unclear. It indicates some effort beyond restating the item. It contains some combination of the following flaws: little evidence of interpretation, unorganized and incomplete, failure to address most aspects of the concept or item, major flaws in reasoning that led to invalid conclusions, a definite lack of understanding of the concept or item, or demonstrates no coherent meaning from text. A 0 is assigned if there is no response or if the response indicates no understanding of the concept or item.	
12	A	1
13	C	1
14	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the concept or item. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed. A 1-point response is partially appropriate. It is mostly accurate and relevant but lacks comprehensiveness and demonstrates an incomplete understanding of the concept or item. It contains minor flaws in reasoning or neglects to address some aspect of the concept or item. A 0 is assigned if there is no response or if the response indicates no understanding of the concept or item.	2
15	B	1
16	C	1

17	A	1
18	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the concept or item. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed. A 1-point response is partially appropriate. It is mostly accurate and relevant but lacks comprehensiveness and demonstrates an incomplete understanding of the concept or item. It contains minor flaws in reasoning or neglects to address some aspect of the concept or item. A 0 is assigned if there is no response or if the response indicates no understanding of the concept or item.	2
19	C	1
20	B	1

Science

Item No.	Answer Key and Scoring Guidelines	Maximum Points
1	A	1
2	A	1
3	C	1
4	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the concept or task. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed. A 1-point response is partially appropriate. It is mostly accurate and relevant but lacks comprehensiveness and demonstrates an incomplete understanding of the concept or task. It contains minor flaws in reasoning or neglects to address some aspect of the concept or task. A 0 is assigned if the response indicates no scientific understanding of the concept or task.	2
5	B	1
6	B	1
7	A	1
8	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the concept or task. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed. A 1-point response is partially appropriate. It is mostly accurate and relevant but lacks comprehensiveness and demonstrates an incomplete understanding of the concept or task. It contains minor flaws in reasoning or neglects to address some aspect of the concept or task. A 0 is assigned if the response indicates no scientific understanding of the concept or task.	2
9	C	1
10	C	1

11	A 4-point response contains an effective solution. It shows complete understanding of the concept or task and thoroughly addresses the points relevant to the solution. It contains logical reasoning and valid conclusions, communicates effectively and clearly through writing and/or diagrams, and includes accurate and correct set-up when required. It may go beyond the requirements of the item. A 3-point response contains minor flaws. Although it indicates an understanding of the concept or task, communicates adequately through writing and/or diagrams, and generally reaches reasonable conclusions, it contains minor flaws in reasoning and/or knowledge, or neglects to address some aspect of the task. A 2-point response indicates gaps in understanding and/or execution. It contains some combination of the following flaws: an incomplete understanding of the concept or task, failure to address some points relevant to the solution, faulty reasoning, weak conclusions, unclear communication in writing and/or diagrams, or a poor understanding of relevant scientific procedures or concepts. A 1-point response indicates some effort beyond restating the item or copying given data. It contains some combination of the following flaws: little understanding of the concept or task, failure to address most aspects of the item or solution, major flaws in reasoning that led to invalid conclusions, a definite lack of understanding of relevant scientific procedures or concepts, or it omits significant parts of the item and solutions or response. A 0 is assigned if the response indicates no scientific understanding of the concept or task.	4
12	B	1
13	A	1
14	C	1
15	C	1

16	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the concept or task. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed. A 1-point response is partially appropriate. It is mostly accurate and relevant but lacks comprehensiveness and demonstrates an incomplete understanding of the concept or task. It contains minor flaws in reasoning or neglects to address some aspect of the concept or task. A 0 is assigned if the response indicates no scientific understanding of the concept or task.	2
17	B	1
18	A	1
19	B	1
20	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the concept or task. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed. A 1-point response is partially appropriate. It is mostly accurate and relevant but lacks comprehensiveness and demonstrates an incomplete understanding of the concept or task. It contains minor flaws in reasoning or neglects to address some aspect of the concept or task. A 0 is assigned if the response indicates no scientific understanding of the concept or task.	2

X. PRACTICE TEST ITEMS BY LEARNING OUTCOMES

The Practice Test was designed to reflect the average difficulty level of the Ohio Fourth-grade Proficiency Tests and to illustrate many of the student outcomes and the strands used in reporting student performance.

For detailed descriptions of these classifications, see the Information Guide for the Ohio Proficiency Tests for Grade 4.

Reading

Item No.	Strand	Outcome
1	Examining/Extending Meaning in Fiction	5
2	Examining/Extending Meaning in Fiction	5
3	Examining/Extending Meaning in Fiction	7
4	Examining/Extending Meaning in Fiction	10
5	Constructing Meaning in Fiction	4
6	Constructing Meaning in Fiction	3
7	Constructing Meaning in Nonfiction	11
8	Examining/Extending Meaning in Nonfiction	16
9	Examining/Extending Meaning in Nonfiction	16
10	Examining/Extending Meaning in Nonfiction	19
11	Examining/Extending Meaning in Nonfiction	18
12	Constructing Meaning in Fiction	1
13	Examining/Extending Meaning in Fiction	6
14	Examining/Extending Meaning in Fiction	5
15	Constructing Meaning in Fiction	4

Mathematics

Item No.	Strand	Outcome	Level of Usage*
1	Geometry	14	K
2	Numbers & Number Relations	6	K
3	Numbers & Number Relations	10	C
4	Numbers & Number Relations	8	C
5	Measurement	17	K
6	Geometry	12	C
7	Measurement	19	C
8	Data Analysis & Probability	25	C
9	Algebra	16	A
10	Patterns, Relations, & Functions	2	C
11	Estimation & Mental Computation	23	C
12	Numbers & Number Relations	11	A
13	Problem-Solving Strategies	5	C
14	Algebra	15	K
15	Measurement	18	A
16	Numbers & Number Relations	9	C
17	Measurement	21	A
18	Patterns, Relations, & Functions	1	C
19	Estimation & Mental Computation	22	K
20	Data Analysis & Probability	24	A

* K = Knowledge and Skills
C = Conceptual Understanding
A = Applications and Problem Solving

Citizenship

Item No.	Strand	Outcome
1	World Interactions	7
2	American Heritage	2
3	People in Societies	6
4	American Heritage	1
5	Resource Allocation	11
6	Democratic Processes	15
7	Citizenship Rights and Responsibilities	18
8	Resource Allocation	10
9	People in Societies	4
10	World Interactions	8
11	Citizenship Rights and Responsibilities	16
12	People in Societies	5
13	American Heritage	3
14	World Interactions	9
15	Resource Allocation	12
16	Democratic Processes	13
17	Citizenship Rights and Responsibilities	17
18	American Heritage	1
19	Democratic Processes	14
20	Resource Allocation	11

Science

Item No.	Strand	Outcome	Level of Usage*
1	Nature of Science	2	AC
2	Life Science	16	PR
3	Nature of Science	3	PR
4	Earth and Space Science	15	EX
5	Physical Science	10	PR
6	Life Science	17	AC
7	Life Science	18	AC
8	Nature of Science	5	EX
9	Nature of Science	9	AC
10	Physical Science	12	PR
11	Nature of Science	1	EX
12	Nature of Science	7	EX
13	Nature of Science	6	PR
14	Nature of Science	8	EX
15	Earth and Space Science	14	AC
16	Physical Science	11	PR
17	Life Science	19	AC
18	Life Science	16	AC
19	Earth and Space Science	13	PR
20	Nature of Science	4	PR

* AC = Acquiring Scientific Knowledge
PR = Processing Scientific Knowledge
EX = Extending Scientific Knowledge

XI. SCORING RUBRIC FOR THE WRITING PRACTICE TEST

The rubric is a 4-point scale. These numbers represent the different levels of writing proficiency demonstrated based on the nine learning outcomes.

These are intended to describe characteristics of most papers at a particular score point. The aim is to determine the best fit; a paper at any given score point may not meet all characteristics.

Score Point	The Writing...
4	Focuses on the topic Has ample supporting details Has a logical structure that flows naturally with a beginning, middle, and end Has a mature use of language with a consistent variety of words and sentence patterns Shows an awareness of word usage and spelling patterns in commonly used words Has capital letters at the beginning of sentences and for proper nouns, and Has correct end punctuation.
3	Is generally related to the topic Has adequate supporting details Has a logical order with an apparent beginning, middle, and end, although some lapses may occur Has word choices that are generally adequate Has sentences that are mostly complete Has occasional word usage errors that do not interfere with the message Has correct spelling in commonly used words Has correct capitalization (at the beginning of sentences and for proper nouns) Has correct end punctuation.
2	Demonstrates an awareness of the topic but may include extraneous or loosely related material Includes some supporting details Shows an attempt at organizing the paper around a beginning, middle, and end Has limited vocabulary Has word usage errors that interfere with the message Has commonly used words spelled correctly with few exceptions, and Shows knowledge of the conventions of punctuation.

1	Is only slightly related to the topic Offers few details Exhibits little or no evidence of an organizational structure with a beginning, middle, or end Has limited or inappropriate vocabulary that obscures meaning Has gross errors in sentence structure Has gross errors in word usage that impede communication Has commonly used words frequently misspelled, and Has frequent and blatant errors in basic punctuation.
0	Is illegible Does not contain enough text, or Displays a flagrant disregard of the topic.

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Practice Test Manual

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